



# SEXUAL EXPLOITATION EDUCATION

## GROOMING PROCESS LESSON #3



### NOTE

Log in to [WalkingWise.com](https://www.walkingwise.com) and refer to the Implementation Toolkit for classroom teaching tips.

### Most importantly:

#### DEFINE SCHOOL POLICY

Establish a sexual exploitation reporting protocol with a trauma-informed response. The Walking Wise Implementation Toolkit provides a sample protocol.

#### AGE & AUDIENCE

This presentation can be edited by following the procedures on page 3 to align with your school policies, specific age groups, and the involvement of at-risk audiences.

#### SUPPORT PROCEDURE

Provide your students with guidance on how to access immediate help or arrange a private meeting with a social worker, counselor, nurse, school resource officer, or another trustworthy staff member to report concerns about themselves or a peer.

#### SECOND SAFE ADULT

Ensure a second trustworthy adult, such as a teacher, is present in the learning setting to observe student reactions and identify those who may benefit from a follow-up meeting. This person should remain focused and free from other duties during the presentation.

## NOTE TO PRESENTER

This PDF contains the same content as the PowerPoint presentation but has been condensed into fewer pages for easier reference. For live presentations, please use the PowerPoint version. It reveals bullet points one at a time.

Meaningful learning takes time. By introducing topics gradually over several years, educators can create steady growth in awareness and understanding.

Our recommended teaching plan offers a long-term path for middle and high school students to build knowledge and confidence.



## 5-YEAR TRACK

### PARENTS & STAFF

#1 Myths & Reality

### 6<sup>th</sup> GRADE

#2 Trustworthy vs. Unsafe Adult  
#3 Grooming Process

### 7<sup>th</sup> GRADE

#4 Pornography Link  
#5 Sextortion Scheme

### 8<sup>th</sup> GRADE

#6 Male Victims  
#7 Runaways as Targets  
#8 Rural Risks

### 9<sup>th</sup> GRADE

#9 Human Traffickers  
#10 Female & Peer Recruiters

### 10<sup>th</sup> GRADE

#11 Family Secret  
#12 Hidden Buyers

## NOTE TO PRESENTER

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# STATISTICS

## Why Study Results Can Vary

- **Some crimes are never reported, making it hard to reveal the entire issue.**
- **Studies collect information in different ways, leading to different results.**
- **Small studies may not represent everyone.**

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In this presentation, we'll discuss statistics, but it's important to note that while statistics provide valuable insights into an issue, they cannot be relied upon entirely.

Here are a few reasons:

### UNREPORTED

Victims often do not report the crimes committed against them due to fear, shame, or manipulation.

### INCONSISTENT COLLECTION

Geographical areas have different legal definitions for sexual crimes, which may make data hard to compare.

### FOCUS GROUPS

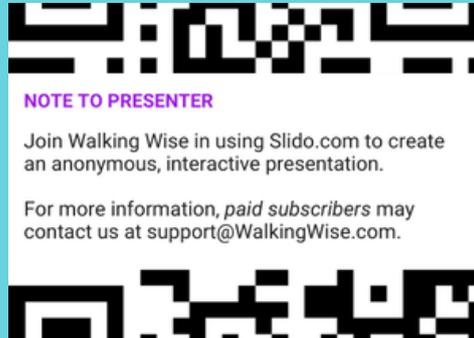
Small or specific focus groups participating in a study or survey may not accurately reflect the diversity or experiences of the broader population.

# INTERACTIVE PARTICIPATION

## Use Slido for Anonymous Questions

### Presenter Instruction

After setting up Slido for this lesson, add the assigned access code or QR code to this slide so participants can join at Slido.com using their computers or phones.



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## NOTE

For Online Interactive Polling with audiences:

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Determine whether the Q&A feature will be enabled. If activated, a staff member should monitor questions and comments to ensure they remain appropriate for the audience. Slido's moderation tools allow administrators to delete or hide inappropriate submissions.

SENSITIVE TOPICS WILL BE DISCUSSED

# CONTENT NOTICE

We'll be discussing serious safety issues today.

Some topics may be difficult to hear.

If you ever feel uncomfortable, you can step out and speak with a trustworthy adult for support.

You're not alone—help is available.

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## NOTE TO PRESENTER

### Presenter Guidelines for Delivery

Present the information in a calm, matter-of-fact way and avoid sensational language.

Avoid graphic details. Focus on understanding behaviors and staying safe.

Never blame victims. Responsibility always belongs to the person who caused harm.

Maintain a steady tone. Students often mirror the presenter's emotional cues.

Do not ask students to share personal experiences.

If students laugh or react awkwardly, stay calm and continue teaching.

Always pair risk information with solutions and support.

Remind students they are not alone and help is available.

CONFRONTING SEXUAL EXPLOITATION

# WALKING WISE



**KNOWLEDGE** serves as a powerful defense against a groomer.

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Education is one of the strongest tools for preventing exploitation.

When young people understand how predators operate, they are better able to recognize manipulation and avoid dangerous situations.

Reinforce that awareness increases safety.

CONFRONTING SEXUAL EXPLOITATION

# WALKING WISE



## SEXUAL EXPLOITATION

includes grooming,  
sextortion, pornography  
& sex trafficking.

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Sexual exploitation can include:

### GROOMING

Building trust to manipulate someone.

### SEXTORTION

Threatening to share private images.

### PORNOGRAPHY

Involving vulnerable people in creating sexual images or videos.

### SEX TRAFFICKING

Manipulating or forcing someone into sexual activity in exchange for money or something of value.

# KNOWLEDGE

**Understanding tricky or unsafe behavior can increase a young person's safety.**

# KNOWLEDGE

## Learning About Grooming

- Understanding unsafe behavior is empowering.
- It helps us recognize warning signs.
- Increases confidence to ask a trustworthy adult for help.



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The goal of this lesson is to help young people be informed, not to make them feel afraid.

Most adults are caring and want to provide protection. However, unsafe adults, older teens, or peers may try to manipulate or take advantage of others.

By learning how grooming works, young people can better recognize unsafe behavior and feel confident asking a trustworthy adult for help.

# VOCABULARY



## VOCABULARY

- **Groomer**
- **Opportunist**
- **Boundary**
- **Virtual Stranger**
- **Brainwash**
- **Bond**
- **Isolate**
- **Freedom**

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Understanding vocabulary terms related to the behaviors of sexual predators can empower young people to recognize warning signs of harmful situations.

Knowing terminology helps them identify manipulative tactics predators use to build trust and exploit vulnerabilities.

With this knowledge, young people are better equipped to spot red flags, understand that these behaviors are abusive, and feel more confident reporting predators to trusted adults or authorities, potentially preventing further harm.

# VOCABULARY

## GROOMER

Someone who builds trust with a young person to manipulate or harm them.



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Grooming usually does not begin with obvious abuse. Instead, the person may act kind, supportive, or friendly at first. Over time, they slowly manipulate the young person.

Assisting Source

OpenAI. (2025). ChatGPT [Large language model]. <https://chatgpt.com>

# VOCABULARY

## OPPORTUNIST

A person who looks for chances to take advantage of others for their own benefit.



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Assisting Source

OpenAI. (2025). ChatGPT [Large language model]. <https://chatgpt.com>

# VOCABULARY

## **BOUNDARY**

A personal limit that protects our body, feelings, and values.  
It helps us decide what behavior is acceptable or unacceptable.



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Assisting Source

OpenAI. (2025). ChatGPT [Large language model]. <https://chatgpt.com>



Message Especially for Teens:

Explainer-style animation is used by businesses worldwide for employee training.

Similarly, the Walking Wise animated video series is designed for teenagers (ages 11+) and adults to understand how sexual predators use manipulation, intimidation, and coercion to exploit young people.

#### NOTE

Log in to Walking Wise.com to watch the three-minute animated video with audiences.

# WHAT DO YOU THINK?

**In two words, name a way you think groomers target young people.**



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Online Interactive Polling  
SLIDO.com: Word Cloud

## NOTE

The more frequently a word is used, the larger it appears in the cloud, making it easy to see which words or ideas are most common among the audience.

## POSSIBLE ANSWERS

Gaining Trust  
Giving Attention  
Love & Care  
Giving Gifts  
Giving Money  
Flattery  
Compliments  
Making Promises  
Promising a Better Life

# ANSWERS

**Gaining Trust**

**Giving Attention**

**Love & Care**

**Giving Gifts**

**Giving Money**

**Flattery**

**Compliments**

**Promising a Better Life**

# GROOMING PROCESS

## The Grooming Pattern

**FRIENDSHIP → TRUST → DEPENDENCE → CONTROL**

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To gain trust, groomers often begin by giving a young person things that make them feel valued and cared for. This may include extra attention, compliments, kindness, gifts, or promises of love and support.

At first, these behaviors may seem positive or harmless. However, the goal is often to build a special connection so the young person begins to trust the groomer more than others.

Once trust is established, the groomer usually begins to manipulate the relationship to gain influence and control.

Young people should learn that predators often start by acting kind and supportive before their behavior becomes harmful.

# GROOMING PROCESS

## Groomers Often Follow Patterns

### Step 1: Gain Trust

They try to become someone the young person trusts.

### Step 2: Identify Vulnerabilities

They look for struggles or needs they can take advantage of.

Grooming is usually a process that happens step by step.

The predator first becomes trusted, then looks for weaknesses or unmet needs, and finally tries to make the young person dependent on them.

# GROOMING PROCESS

## Groomers Often Follow Patterns

### Step 3: Fulfill Needs

They provide attention, gifts, or support to make the young person rely on them.

### Step 4: Control

They begin making demands, using pressure, threats, or secrets to control the young person.

# WHY TRUST MATTERS



Why do groomers work to gain trust?



# WHY TRUST MATTERS

## How Trust is Used by Groomers

- Once trusted, it is easier to identify a young person's **needs or problems**.
- Gain more **influence over a young person's decisions**.
- It is easier to cross personal **boundaries**.
- It reduces the chance a young person will **say "no"**.

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Trust is normally healthy in relationships, but predators misuse it. When someone trusts another person deeply, they may ignore warning signs or feel pressure to cooperate.

### VULNERABILITIES

The groomer learns the youths' vulnerabilities and how to exploit them.

### PERSUASION

Targeted youth may sense that the expectation is inappropriate, unfair, or illegal, but once the groomer gains trust, they can persuade the victim to cooperate.

### LESS RESISTANCE

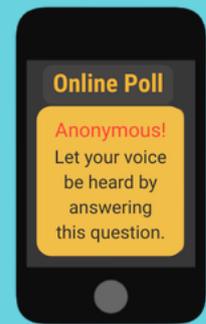
The targeted person is less likely to resist or challenge the requests made of them.

### CONTROL

It is easier to manipulate and control the victims once trust is gained, especially when the victims are younger.

# GAINING TRUST

What percent of victims said their trafficker gained their trust within one month?



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Online Interactive Polling  
SLIDO.com: Multiple Choice

What percent of victims said their trafficker gained their trust within one month?

- A) 12%
- B) 22%
- C) 32%
- D) 42%

ANSWERS

D) 42% of victims said their trafficker gained their trust within one month.

Source

Thorn (2018). Survivor Insights: The Role of Technology in Domestic Minor Sex Trafficking, p. 27.

[https://www.thorn.org/wp-content/uploads/2018/06/Thorn\\_Survivor\\_Insights\\_061118.pdf](https://www.thorn.org/wp-content/uploads/2018/06/Thorn_Survivor_Insights_061118.pdf)

# WHAT DO YOU THINK?

What percent of victims said their trafficker gained their trust within one month?

- A) 12%
- B) 22%
- C) 32%
- D) 42%

NOTE TO PRESENTER:

Delete this slide if you are using Slido.com for audience interaction.

MULTIPLE CHOICE: D

## ANSWER

**42%** of victims said their trafficker gained their trust within on month.

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Thorn (2018). Survivor Insights: The Role of Technology in Domestic Minor Sex Trafficking, pl. 27.

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### NOTE TO PRESENTER:

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Predators often move much faster than people expect. Building trust quickly helps them control the situation.

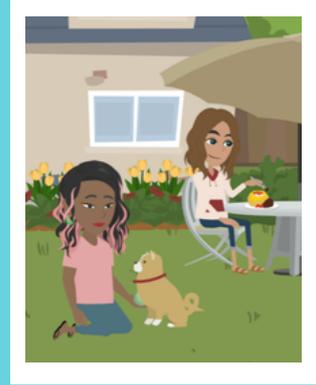
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# HIDDEN IN PLAIN SIGHT

How can groomers be “hidden in plain sight”?



# HIDDEN IN PLAIN SIGHT

## Why Groomers Often Go Unnoticed

- They can appear as **trusted adults or friends**.
- They may hold **positions of authority**.
- They often **already know the young person they target**.
- They can earn the **trust of parents and other adults**.
- Groomers can **fool everyone, even an entire community**.

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The phrase “hidden in plain sight” means someone can appear normal or trustworthy while hiding harmful intentions.

Groomers often work to build a good reputation so others will not suspect them.

They may be respected adults, family friends, or people involved in school, sports, or community activities. Because they appear trustworthy, their behavior may go unnoticed for a long time.

It's important not to be afraid, but to recognize unsafe behaviors, even when the adult, older teen, or peer seems friendly or respected.

# GROOMERS

**In two words, what roles or positions might a groomer hold?**



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Online Interactive Polling  
SLIDO.com: Word Cloud

## NOTE

The more frequently a word is used, the larger it appears in the cloud, making it easy to see which words or ideas are most common among the audience.

# GROOMERS

## Family Members

- **Parent, Stepparent, Foster Parent**
- **Aunt or Uncle, Grandparent, Sibling**
- **Other Relative**



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Groomers are not usually strangers. In many cases, they are someone the young person already knows or trusts.

The purpose of this lesson is to help us understand that grooming can occur in many different types of relationships. Because of this, it is important to recognize unsafe behaviors, rather than focusing only on who the person is or what role they hold.

Most people in these roles genuinely care about young people and want to protect them. However, when someone manipulates, pressures, or crosses personal boundaries, that behavior is unsafe, no matter who the person is.

# GROOMERS

## Trusted Adult or Community Member

- Teacher
- Coach
- Counselor
- School Staff
- Religious Leader
- Employer or Boss
- Police Officer
- Doctor / Dentist



# GROOMERS

## Peer or Other Relationships

- Friend
- Romantic Partner
- Older Teen
- Classmate
- Neighbor
- Acquaintance



# GROOMERS

## Stranger

- Online Connection
- Someone Unknown



# VOCABULARY

## **'VIRTUAL' STRANGER**

**Someone met online whose true identity and intentions cannot be verified or confirmed.**

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Assisting Source

OpenAI. (2024). ChatGPT [Large language model]. <https://chatgpt.com>

# VIRTUAL STRANGER



**What percent of minors (ages 9 to 17) reported connecting online with adults they don't know in person?**

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n=1,200 minors

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Online Interactive Polling  
SLIDO.com: Multiple Choice

What percent of minors (ages 9 to 17) report connecting online with adults they don't know in person?

- A) 22%
- B) 52%
- C) 82%
- D) 92%

ANSWER

C) 82% of minors interact online with adults they do not know in person.

SOURCE

Thorn (2022, April). Online Grooming: Examining risky encounters amid everyday digital socialization, p. 14. Retrieved January 12, 2026, from [https://info.thorn.org/hubfs/Research/2022\\_Online\\_Grooming\\_Report.pdf](https://info.thorn.org/hubfs/Research/2022_Online_Grooming_Report.pdf)

# WHAT DO YOU THINK?

What percent of minors (ages 9 to 17) reported connecting online with adults they don't know in person?

- A) 22%
- B) 52%
- C) 82%
- D) 92%

## NOTE TO PRESENTER:

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MULTIPLE CHOICE: C

## ANSWER

**82%** of minors interact online with adults they do NOT know in person.

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Thorn (2022, April). Online Grooming: Examining risky encounters amid everyday digital socialization, p. 14.

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### SOURCE

Thorn (2022, April). Online Grooming: Examining risky encounters amid everyday digital socialization, p. 14. Retrieved January 12, 2026, from [https://info.thorn.org/hubfs/Research/2022\\_Online\\_Grooming\\_Report.pdf](https://info.thorn.org/hubfs/Research/2022_Online_Grooming_Report.pdf)

# VIRTUAL STRANGER



**Adults online can pretend to be someone they are not.**



# VIRTUAL STRANGER

## Adult Connections

- Survey: **1-in-4 teens** (ages 13-17) said they interact online with someone they believe is 30 or older.
- Survey: **2-in-3 children** (ages 9-12) said they interact online with adults they don't know in real life.

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Thorn (2022, April). Online Grooming: Examining risky encounters amid everyday digital socialization, p. 14.

n=1,200 minors

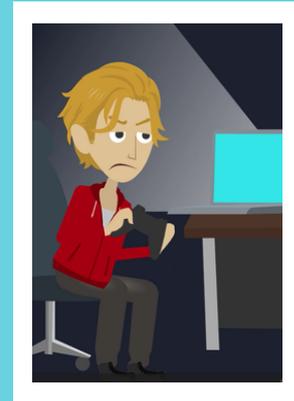
38

## SOURCE

Thorn (2022, April). Online Grooming: Examining risky encounters amid everyday digital socialization, p. 14. Retrieved on 10/31/2024m from [https://info.thorn.org/hubfs/Research/2022\\_Online\\_Grooming\\_Report.pdf](https://info.thorn.org/hubfs/Research/2022_Online_Grooming_Report.pdf).

# CONNECTIONS

**How do groomers often meet the young people they target?**



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## ONLINE

Groomers can attempt to gain a young person's friendship online using social media apps and gaming platforms.

## PUBLIC PLACES

They can meet young people in public places like parks, concerts, and shopping malls.

## SOCIAL GATHERINGS

They might meet a youth at a friend's or acquaintance's party and pretend to be interested in developing a friendship or romantic relationship.

## ACQUAINTANCES

They often already know the youth, so they work to build a special relationship by pretending to share interests or hobbies.

# CONNECTIONS

## Meeting Targeted Individuals

- **Online:** Social media apps and gaming platforms
- **Public Places:** Parks, concerts, shopping malls
- **Social Gatherings:** Friends' parties and local meet-up spots
- **Acquaintances:** Someone who already knows the young person

# VOCABULARY

## **BRAINWASH**

To manipulate someone's thoughts and beliefs until they accept new ideas without question.



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Assisting Source

OpenAI. (2024). ChatGPT [Large language model]. <https://chatgpt.com>

# VOCABULARY

## ISOLATE

To separate or cut someone off from their support network of family or friends.



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Assisting Source

OpenAI. (2024). ChatGPT [Large language model]. <https://chatgpt.com>

# LOYALTY & OBLIGATION

**Groomers often manipulate young people to create a false sense of loyalty or obligation.**



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Kindness should never come with pressure, secrecy, or expectations in return.

Groomers often create a feeling that the young person “owes” them something because of gifts, attention, or kindness.

This manipulation can make it harder for the young person to say no or recognize that something is wrong.

Groomers may also use compliments, sympathy, or favoritism to make the young person feel special and emotionally connected to them.

Over time, these tactics can create a sense of loyalty, guilt, or pressure, which the groomer later uses to influence the young person’s decisions.

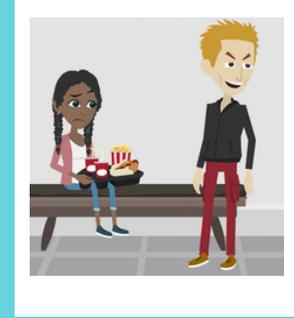
# LOYALTY & OBLIGATION

## Feelings of Guilt or Pressure

- Groomers can use **gifts, money, or special favors** to create a sense of owing something to them.
- They often give **praise or compliments**, especially to someone who feels left out or unsure of themselves.
- They may make **risky or harmful behavior** seem normal, exciting, or grown-up.
- They often use **guilt or sympathy** to create emotional attachment.
- They can use **favoritism** to separate a young person from peers.

# CREATING DEPENDENCE

How can groomers manipulate young people to make them feel dependent?



# CREATING DEPENDENCE

## How Groomers Become “Needed”

- Groomers may provide **basic needs** like money, food, or a place to stay.
- They might give clothing, phones, rides, or other favors.
- They may offer free **alcohol or drugs**.

Healthy relationships do not create pressure, control, or dependence.

Some groomers try to make young people feel they need them to get important things. This might include money, food, clothing, transportation, or a place to stay.

Over time, the young person may begin to rely on the groomer for their daily needs.

In some cases, predators may also introduce alcohol or drugs to weaken judgment or create addiction.

The goal is to make the young person feel dependent, to make it harder for them to leave or ask for help.

# GROOMERS CHANGE

After gaining trust, groomers change their behavior to gain control.



# GROOMERS CHANGE

## The Shift from Kindness to Demands

- Groomers **take control** by making demands.
- They might **threaten to take away support**, like money, housing, gifts, or affection.
- They often **isolate the young person** by pressuring them to pull away from family and friends.
- They may apply pressure to **break rules or rebel** against adults like parents, coaches, and teachers.

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Healthy relationships do not involve pressure, threats, or isolation from family and friends.

Once the groomer gains trust and influence, their behavior changes. They usually start making demands, using pressure, or threatening to take away things they previously provided.

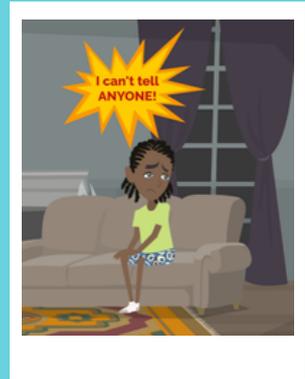
Groomers may encourage the young person to rebel against trusted adults in their life, such as parents, teachers, or coaches, by breaking rules or ignoring expectations.

They may also pressure the young person to drop out of activities, teams, or clubs that keep them connected to supportive people.

This shift from kindness to control is an important warning sign.

# UNREPORTED CRIME

**Many crimes involving abuse are never reported.**



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Abuse is never the victim's fault. Sometimes it can be hard to ask for help, but telling a trusted adult is an important step toward safety and support.

Many victims do not report abuse right away, and some may never tell anyone.

Groomers often use fear, threats, manipulation, or shame to keep victims silent.

Victims may also blame themselves or feel embarrassed about what happened.

Oftentimes, the groomer slowly normalizes the behavior so the young person does not immediately recognize that it is wrong or illegal.

# UNREPORTED CRIME

## Why Many Victims Stay Silent

- Victims may feel **threatened, scared, or embarrassed**.
- They feel **ashamed or blame** themselves.
- The predator may make the abuse seem **“normal”**.
- Some **do not realize** that what is happening is a crime.

# WHY STAY?

What might make it hard for a young person to leave an abusive situation?



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Online Interactive Polling  
SLIDO.com: Open Text

## NOTE

An open-text poll allows participants to type in their answers or comments, making it ideal for sharing detailed responses.

# VOCABULARY

## BOND

**A strong emotional connection that makes someone feel attached, loyal, or dependent on another person.**



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Assisting Source

OpenAI. (2024). ChatGPT [Large language model]. <https://chatgpt.com>

# WHY STAY?

## Bonds Can Make It Hard To Break Away

- **Love Bond:** Predator creates an emotional attachment.
- **Debt Bond:** Victim fears losing basic needs they cannot afford.
- **Drug Bond:** Predator controls access to drugs & alcohol.
- **Family Bond:** Victim fears they'll be forced out of their family.

Predators use bonds as forms of manipulation to control victims by causing them to feel emotionally or physically dependent upon them, making leaving feel impossible. However, help is available even when someone feels trapped or afraid.

**LOVE BOND:** A love bond forms when the predator pretends to care deeply, expresses love, or gives attention that makes the young person feel special and loyal.

**DEBT BOND:** A debt bond occurs when the predator provides things the young person needs—such as money, food, housing, or transportation—so the victim feels they owe the predator something or fears losing those necessities.

**DRUG BOND:** A drug bond develops when the predator introduces or controls access to drugs or alcohol, creating dependence that makes it harder for the victim to leave.

**FAMILY BOND:** A family bond may occur when the victim fears rejection, punishment, or being forced out of their family if they do not comply.

# WHY STAY?

## Fear Can Make It Hard To Break Away

- **Sextortion:** Predator threatens to release images of the victim.
- **Isolation:** Predator makes them believe they have no one else.
- **Physical Threats:** Victim fears harm to themselves or loved ones.
- **Legal Threats:** Predator makes the victim feel like a criminal.

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Predators often use fear and intimidation to make victims feel trapped and unable to leave.

**SEXTORTION:** Sextortion occurs when the predator threatens to share embarrassing or explicit images of the victim with friends, family, or online unless the victim continues to comply with demands.

**ISOLATION:** Isolation is another tactic where the predator slowly separates the victim from supportive people, convincing them that no one else cares about them or would believe them.

**PHYSICAL THREATS:** Physical threats may involve threats of harm toward the victim, their siblings, parents, or even pets, creating fear that speaking up will cause someone to get hurt.

**LEGAL THREATS:** Legal threats occur when predators lie about laws or police involvement, making the victim believe they will get in trouble or be arrested if they tell anyone.

These tactics are meant to create fear and silence, but victims are not criminals, and help is always available through trusted adults and authorities.

# VOCABULARY

## **FREEDOM**

To allow someone the power to move or think, speak, and choose for themselves without restriction.



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Assisting Source

OpenAI. (2024). ChatGPT [Large language model]. <https://chatgpt.com>

# EMPOWERMENT

How young people can help protect themselves.



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**TRUST YOUR FEELINGS:** If something feels wrong, trust your instincts or intuition. Groomers might try to make you feel obligated, but feeling uncomfortable is a valid signal.

**SET BOUNDARIES:** Communicate your boundaries and stick to them. Don't let anyone cross the line to pressure you into doing something that makes you uncomfortable.

**BE ASSERTIVE:** Practice saying a firm "NO" without hesitation. If someone makes you feel uncomfortable, you're not obligated to give them any time, attention, or explanation.

**RECOGNIZE MANIPULATION:** Think about the manipulation tactics you've just learned groomers use, such as guilt trips or emotional control. Being aware helps avoid falling into their traps.

# EMPOWERMENT

## Ways to Protect Yourself

- Trust your instincts or feelings.
- Set clear boundaries.
- Say “NO” confidently.
- Recognize manipulation.

# EMPOWERMENT

## Important Safety Steps

- **Stop communicating with the person.**
- **Keep messages and images as evidence.**
- **Ask for help until someone listens.**

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Remember that your well-being comes first. Don't feel obligated to hang out with someone who makes you feel awkward or asks you to do something that makes you feel uncomfortable.

**END COMMUNICATION:** Discontinue all communication, even if frightened by threats or embarrassed by what happened.

**PRESERVE EVIDENCE:** Keep all communication received from the groomer, including any embarrassing texts, online messages, images, and any threats received, for evidence so law enforcement can investigate.

**ASK FOR HELP:** When feeling at risk, immediately inform a trustworthy adult. If that adult does not help, go to other trustworthy adults, such as an adult who has the authority or connections to help you break free of a sexual predator's influence.

# ASK FOR HELP



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If you are in immediate danger, dial 911.

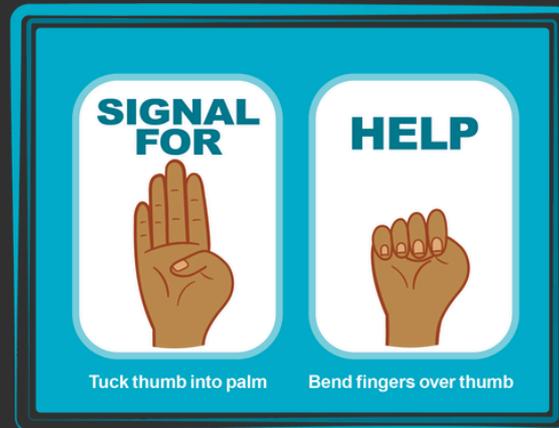
If the sexual predator IS a family member, consider telling a trustworthy adult.

If the sexual predator is NOT family, consider telling a parent.

If you are a student in school, consider telling a trustworthy teacher, coach, school nurse, social worker, counselor, resource officer, or principal.

To get online for help, consider using a computer at your school or a public library.

# HAND SIGNAL FOR HELP



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Source: Canadian Women's Foundation, April 2020

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Although the hand signal for help has not yet achieved universal recognition, it may discreetly get someone's attention in urgent situations.

## SILENT

It can be used silently.

## UNTRACKABLE

It leaves no digital footprint.

## CONCEALED

It can be done secretly when a perpetrator is nearby.

## SIGNALS DISTRESS

Combining the hand signal with distressed facial expressions might help attract the attention of an individual who is unfamiliar with the signal's meaning.

## Source

Canadian Women's Foundation, April 2020

# 24-Hour Hotline for Help

- ✓ National Human Trafficking Hotline 888-373-7888 or TEXT 233733
- ✓ Rescue America 833-599-FREE (3733)
- ✓ National Sexual Assault Hotline 800-656-HOPE (4673)
- ✓ National Center for Missing & Exploited Children 800-THE-LOST (843-5678)
- ✓ National Domestic Violence Hotline 800-799-SAFE or TEXT 88788
- ✓ National Runaway Safeline 800-RUNAWAY (786-2929)

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## NOTE

Presenters may ask their audience to consider adding a few "hotline for help" phone numbers in their cell phone contacts or take a photo of this slide.

# EVALUATION



## NOTE TO PRESENTER

If you would like to conduct an online student evaluation, *paid subscribers* may contact us at [support@WalkingWise.com](mailto:support@WalkingWise.com) for information about using Slido.com.

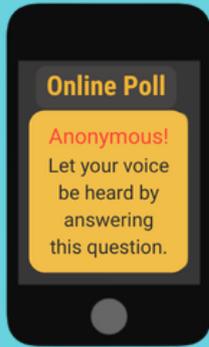
Otherwise, refer to the Walking Wise lesson plan on this topic to access a pre- and post-student survey.



Two ways to conduct a pre-/post-student evaluation:

- 1) Use the pre/post survey in the Walking Wise lesson plan for this topic.
- 2) Activate Slido.com to conduct an online survey.

# SHARE YOUR THOUGHTS



1. How would you rate this lesson?
2. What was the one thing you liked?
3. What one thing should we improve?

**slido.com**  
**#XXXX**

If Using Slido: Replace "#XXXX" with your organization's custom Slido code.

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Online Interactive Polling  
SLIDO.com: 3-Question Survey

IF SLIDO IS ACTIVATED:

Follow the instructions provided on WalkingWise.com to access your school or organization's custom Slido QR code and #code, which the audience will use to complete the 3-question evaluation.

Please encourage your audience to scan your organization's custom QR code to share what they enjoyed and what could be improved about the lesson.

Please send any feedback you want to share to Walking Wise at [support@WalkingWise.com](mailto:support@WalkingWise.com).

# Thank you!

WalkingWise.com



Online Course for Adults Accredited by:  
Postgraduate Institute for Medicine  
Academy of Forensic Nursing



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## NOTE TO PRESENTER

To access additional resources on the grooming process, please see the last page of Lesson Plan #3 on the Walking Wise Learning Platform.

We welcome your feedback at [support@WalkingWise.com](mailto:support@WalkingWise.com).